DOCUMENT RESUME

ED 070 993 CG 007 700

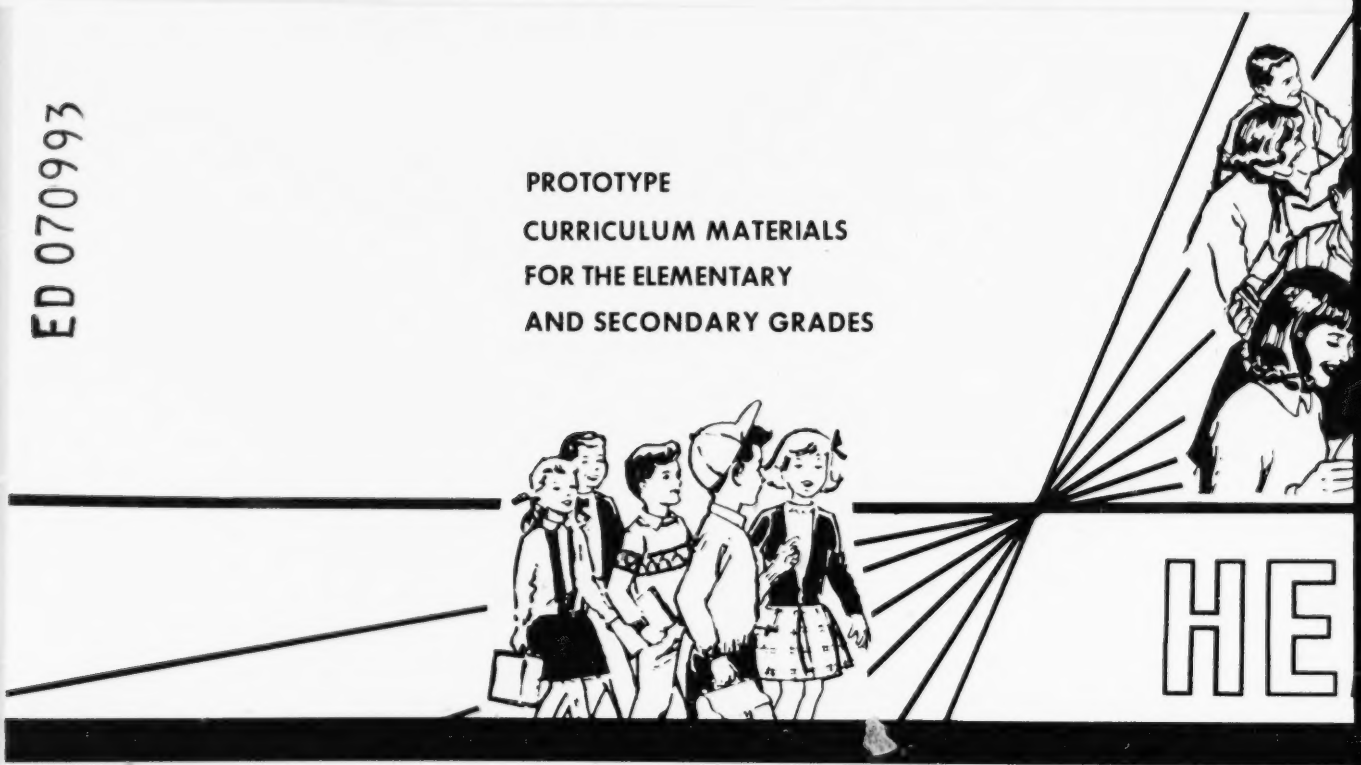
TITLE	Strand I - Physical Health; Health Status for Grades K-3. Special Edition for Evaluation and Discussion.
INSTITUTION	New York State Education Dept., Albany. Curriculum Development Center.
PUB DATE	[69]
NOTE	35p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides; Elementary Grades; *Elementary School Curriculum; Elementary School Teachers; *Health Education; *Health Programs; Instructional Aids; Kindergarten; *Physical Health
IDENTIFIERS	New York State Education Department

ABSTRACT

This health curriculum guide, intended for use with children in kindergarten through grade three, is based upon the discovery of the multi-dimensionality of the concept of health and fitness, with its physical, emotional, and social components. The contents of the guide are presented in outline form and cover health measurement, getting to know the school health team, others in the community interested in health, and keeping well and happy. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in physical health are given in terms of (1) the child's awareness of his own growth and development and recognition of the need for body fitness; (2) the realization that health is a quality of life that can be appraised and measured; (3) familiarity with the school health team and its role; (4) appreciation of the role of "Community Helpers" in health problems; (5) basic understanding of the interrelatedness of the physical, mental, emotional, and social aspects of the individual; and (6) attitudes that will motivate the student to practice wholesome habits of personal health. Extensive multimedia resources are listed. (SES)

ED 070993

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES



STRAND I
PHYSICAL HEA

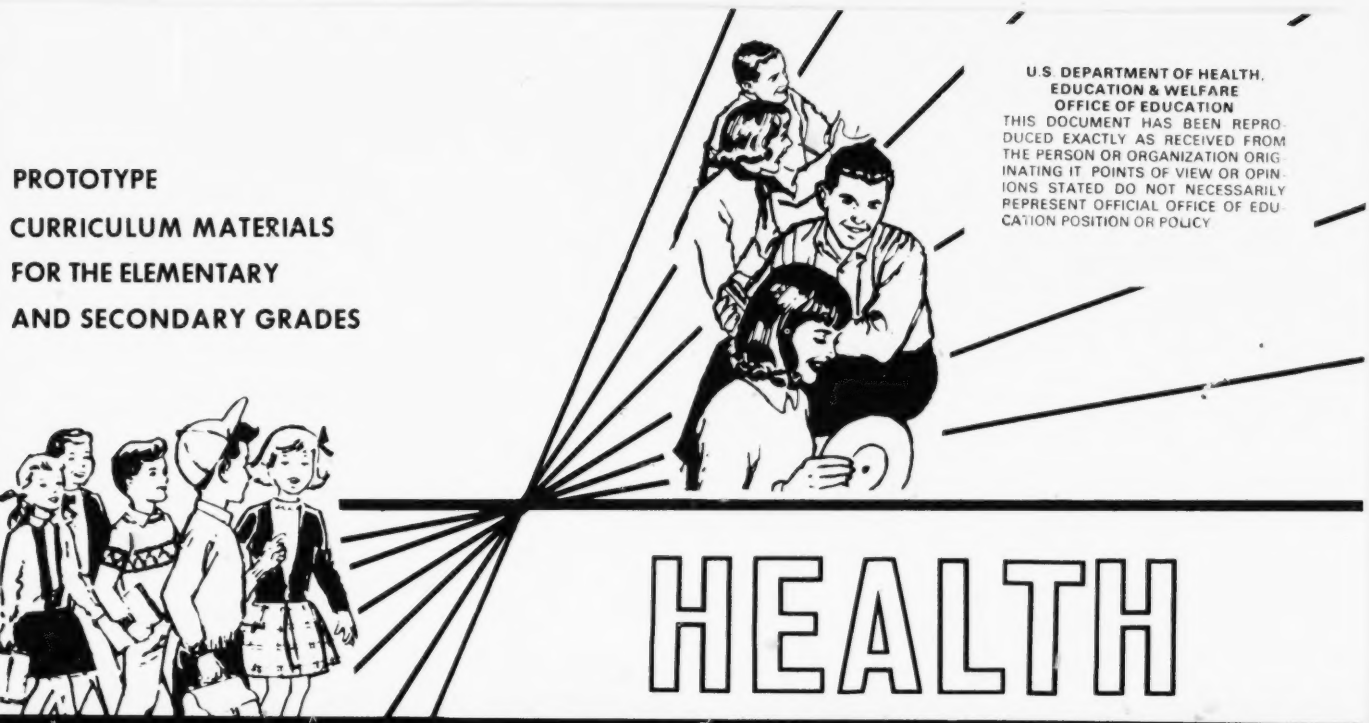
HEALTH STATUS FOR GRADES K-3

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEP
THE CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 122

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY



HEALTH

AND I
PHYSICAL HEALTH

STATUS FOR GRADES K-3

ON FOR EVALUATION AND DISCUSSION

VERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
HE CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 12224

ED 070993

STRAND I

PHYSICAL HEALTH

Health Status

K-3

1970 Reprint

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
(With years when terms expire)

1984	Joseph W. McGovern, A. B., LL.B., L.H.D., LL.D., D.C.L. Chancellor	New York
1970	Everett J. Penny, B.C.S., D.C.S. Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S. L.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Deputy Commissioner for Elementary and Secondary Education
Herbert F. Johnson

Associate Commissioner for Instructional Services
Philip B. Langworthy

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Director, Curriculum Development Center
William B. Young

Chief, Bureau of Elementary Curriculum Development
Robert H. Johnstone

Director, Division of Health, Physical Education and Recreation
George H. Grover

Chief, Bureau of Health Education
John S. Sinacore

OVERVIEW

The curriculum materials on Health Status have been designed as an introduction to other curriculum strands, and provide a broad foundation for much of the health education throughout the child's school experience.

Many children will discover the multi-dimensionality of the concept of health and fitness, with its physical, emotional, and social components. As they are introduced to the school health team and its integral function in the total school program, primary children will come to appreciate the close relationship between health and fitness, and school performance.

The extent to which teachers in grades K-3 succeed in promoting desirable attitudes and behaviors among their pupils will be largely dependent upon their imagination, adeptness at integrating health status concepts with other activities, and their willingness to exemplify those health attitudes and practices that are characteristic of individuals who enjoy a high level of health status.

OUTCOMES

PUPIL OBJECTIVES:

Pupils in grades K-3 should:

1. be aware of their own growth and development and recognize the need for body fitness.
2. realize that health is a quality of life that can be appraised and measured.
3. be familiar with members of the school health team and their role in the total school program.
4. appreciate the role of "community helpers" in preventing health problems and enhancing health status.
5. begin to understand the interrelatedness of the physical, mental, emotional, and social aspects of the individual.
6. possess attitudes that will motivate them to practice wholesome habits of personal health.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
I. Measuring Our Health A. Importance	There are many ways to measure how we feel and grow.	Introduce the topics with the aid of the captioned filmstrip - "How We Keep Ourselves Healthy," Curriculum Materials Corporation or "The Road to Good Health." Have children bring in recent pictures of themselves and pictures of themselves as babies. Questions: 1. Are all babies the same size? 2. How are people alike? 3. How are people different? 4. Are all children of the same age equal in weight and body length 5. Are boys and girls different? How? Why? Show movie and discuss: "Our Wonderful Body: How It Works", Coronet Film.
	Each person is different and yet alike.	
B. School health appraisal	Growth, vision, hearing, and dental health are evaluated as part of the total school program.	

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
There are many ways to measure how we feel and grow.	Introduce the topics with the aid of the captioned filmstrip - "How We Keep Ourselves Healthy," Curriculum Materials Corporation or "The Road to Good Health."	Many aspects of health are measurable, qualitatively and quantitatively.
	Have children bring in recent pictures of themselves and pictures of themselves as babies.	
	Questions:	
Each person is different and yet alike.	1. Are all babies the same size? 2. How are people alike? 3. How are people different? 4. Are all children of the same age equal in weight and body length? 5. Are boys and girls different? How? Why?	Measurement begins when we are born (weight and body length). When a pupil is old enough to cooperate in a testing situation, he is ready to be measured. (A 3-year old can respond to the symbols on a Snellen E. chart.)
	Show movie and discuss: "Our Wonderful Body: How It Works", Coronet Film.	
Growth, vision, hearing, and dental health are evaluated as part of the total school program.		Screening tests most frequently used in the school are those designed to identify children with impairments of vision and hearing and those which measure the child's growth in terms of height and weight.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SU
C. Vision and hearing	Since vision and hearing are vital to school performance, it is important that the school health team appraise these senses periodically.	Captioned filmstrip - "Care of Your Ears and Eyes" - Health Habits, Curriculum Materials Corporation.	He are ce an no ex pe si
D. Body growth		Do we all grow at the same rate? Why?	
	It is most difficult to measure our feelings while it is easy to measure body changes and characteristics.	Growth record charts are available from the National Dairy Council. Have students keep a personal record to see how much they grow.	It div cla the an
E. How we feel	The mental, emotional, and physical dimensions of the individual interact to determine how we feel and behave.	Film: "Alexander Learns Good Health," Coronet Film. Role-play common courtesies 1. kindness 2. courtesy 3. acceptance of others 4. pleasure in sharing (taking turns "giving in" occasionally) Discuss - "What is a friend?" List the characteristics of a friend on the chalkboard.	The rel chi emo Man tit and int dep

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
Since vision and hearing are vital to school performance, it is important that the school health team appraise these senses periodically.	Captioned filmstrip - "Care of Your Ears and Eyes" - Health Habits, Curriculum Materials Corporation.	Health appraisal techniques are designed to discover certain problems quickly and inexpensively, and are not as comprehensive as examinations one might expect from the family physician.
	Do we all grow at the same rate? Why?	
It is most difficult to measure our feelings while it is easy to measure body changes and characteristics.	Growth record charts are available from the National Dairy Council. Have students keep a personal record to see how much they grow.	It is not wise to make individual comparisons. The class may wish to note the growth variations in and discuss why they exist.
The mental, emotional, and physical dimensions of the individual interact to determine how we feel and behave.	Film: "Alexander Learns Good Health," Coronet Film. Role-play common courtesies 1. kindness 2. courtesy 3. acceptance of others 4. pleasure in sharing (taking turns "giving in" occasionally) Discuss - "What is a friend?" List the characteristics of a friend on the chalkboard.	There is a considerable relationship between a child's mental health and emotional stability. Man is seen as a total entity with physical, mental, and social dimensions - interrelated and interdependent.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTAR FOR TE
F. Total fitness 1. physical	To be fit means the body is able to do the things it needs and wants to do because it is healthy.	Show pictures of healthy, vigorous and zestful people. Coronet sound filmstrip - "Your Exercise and Posture".	Total fitnes timal (best) health that tained by ea
	Although each person has limitations which may not allow him to do all he would like to do, this does not necessarily mean he is unfit.	Read a story about a person who achieved recognition because of being fit. (Helen Keller)	
2. emotional			Total fitnes sessed by th an individua ly function daily requir tra demands mentally, an tionally.
3. social	Social fitness helps to make us more effective when we work with others.	Children may enjoy describing how they show that they are socially fit in home, school, and community activities.	Appraisal ca 1. observati resulting tion 2. check lis scales 3. posture c 4. class cha

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
To be fit means the body is able to do the things it needs and wants to do because it is healthy.	Show pictures of healthy, vigorous and zestful people. Coronet sound filmstrip - "Your Exercise and Posture".	Total fitness is the optimal (best) state of health that can be attained by each individual.
Although each person has limitations which may not allow him to do all he would like to do, this does not necessarily mean he is unfit.	Read a story about a person who achieved recognition because of being fit. (Helen Keller)	
		Total fitness can be assessed by the capacity of an individual to effectively function in meeting daily requirements and extra demands physically, mentally, and social-emotionally.
Social fitness helps to make us more effective when we work with others.	Children may enjoy describing how they show that they are socially fit in home, school, and community activities.	Appraisal can include: 1. observation of practices resulting from instruction 2. check lists and rating scales 3. posture charts 4. class charts, diaries

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY FOR TEAC
	Physical handicaps may be compensated for by more fully developing another aspect of total fitness.		5. opinion of 6. mental abil 7. health know 8. self-testin 9. survey 10. evaluation lessons 11. sociometric
II. Getting To Know the School Health Team			
	Teachers, nurses, doctors, and other members of the school health team work together to help keep children healthy.	As an art activity, children can draw pictures of a member of the school health team and then tell a story about what the person is doing.	The teacher sk health observat to evaluate he pils when they school in the During the cou day's activiti teacher contin changes in the appearance and/
			A primary respo of teachers is periodic visits health team mem preventive purp courage childre the dentist and periodically fo nation.
		Show filmstrip "How We Keep Ourselves Healthy".	
A. Your teacher		The classroom teacher could call upon the school nurse-teacher as an aid or resource person to strengthen or enrich	Basic functions school nurse-te 1. Helps studen parents reso problems and

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
Physical handicaps may be compensated for by more fully developing another aspect of total fitness.		5. opinion of parents 6. mental ability tests 7. health knowledge tests 8. self-testing activities 9. survey 10. evaluation of health lessons 11. sociometric techniques
Teachers, nurses, doctors, and other members of the school health team work together to help keep children healthy.	As an art activity, children can draw pictures of a member of the school health team and then tell a story about what the person is doing.	The teacher skilled in health observation begins to evaluate her (his) pupils when they arrive at school in the morning. During the course of the day's activities, the teacher continues to note changes in the pupils' appearance and/or behavior. A primary responsibility of teachers is to encourage periodic visits to school health team members for preventive purposes. Encourage children to visit the dentist and doctor periodically for an examination.
	Show filmstrip "How We Keep Ourselves Healthy".	
	The classroom teacher could call upon the school nurse-teacher as an aid or resource person to strengthen or enrich	Basic functions of the school nurse-teacher: 1. Helps students and parents resolve health problems and encourages

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEME F
		instruction for particular areas. Visit the medical office. Have the school nurse-teacher describe her function and show the children her office, equipment, etc.	fam hea 2. Wit of sta hea pup 3. Uti al tio
C. School physician			
D. Dental health teacher			
E. Psychologist			
III. Others Interested In Health (Community)		Introduce this area with sound filmstrip "Tommy and His Health Department," Educational Activities.	
A. Family doctor	There are many community helpers who assist in building and maintaining health.	The family doctor is valuable as a resource specialist. The doctor could bring in models and measuring instruments he uses to assess one's health. Book - *Doctor's Tools* The school nurse-teacher may assist teachers in interpreting results of medical examinations and	The publ assist 1. by pr of ex made works home

JOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	instruction for particular areas. Visit the medical office. Have the school nurse-teacher describe her function and show the children her office, equipment, etc.	families to provide for health examinations. 2. With other key members of the school health staff, plan for the health appraisal of pupils. 3. Utilize health appraisal activities as educational experiences.
	Introduce this area with sound filmstrip "Tommy and His Health Department," Educational Activities.	
re are many community bers who assist in lding and maintaining lth.	The family doctor is valuable as a resource specialist. The doctor could bring in models and measuring instruments he uses to assess one's health. Book - *Doctor's Tools*	
	The school nurse-teacher may assist teachers in interpreting results of medical examinations and	The public health nurse may assist 1. by providing a schedule of examinations to be made by physicians. She works closely with the home in all matters.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
B. Public health workers 1. health department	Many of the community helpers work with families to keep them well. Everyone has a share in making our town healthful--some people make this their life work.	A fieldtrip to a community health facility (e.g., immunization clinic, well-baby clinic, water treatment plant) may be planned as either a motivating activity or a culminating experience. Have the children roleplay the ways in which the following health team members may help us: . teacher . school nurse-teacher . family doctor . public health nurse . dentist . social worker . custodian The school dentist and	2. 3.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		2. by providing non-confidential medical history and report forms to the schools. 3. by cooperating with the teacher in enlisting social and community agencies as resources to enrich classroom instruction (community action approach).
Many of the community helpers work with families to keep them well. Everyone has a share in making our town healthful--some people make this their life work.	A fieldtrip to a community health facility (e.g., immunization clinic, well-baby clinic, water treatment plant) may be planned as either a motivating activity or a culminating experience. Have the children roleplay the ways in which the following health team members may help us: . teacher . school nurse-teacher . family doctor . public health nurse . dentist . social worker . custodian	
	The school dentist and	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		dental hygienist can di cuss the importance of proper dental care. Students should read th following: 1. *Dentist's Tools* 2. *Doctor's Tools* 3. *How We Hear* 4. *How We Talk* 5. *Our Remarkable Feet* 6. *Medicine Maker* 7. *Why Glasses?* All by Lerner Publicati Company.
IV. Keeping Well and Happy	Following good personal health habits helps to make boys and girls grow effectively.	Ask children to keep a daily habit chart that cludes the topical area nutrition, sleep, rest relaxation, safety, cle liness, grooming, and physical activity. Use the remaining sound filmstrips in the Corone Series "Good Health Habits" "Keeping Clean" "Your Clothes" "Your Rest and Sleep" Pupils may wish to read and discuss the followi books: 1. *Dear Little Mary's Child*

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	dental hygienist can discuss the importance of proper dental care. Students should read the following: 1. *Dentist's Tools* 2. *Doctor's Tools* 3. *How We Hear* 4. *How We Talk* 5. *Our Remarkable Feet* 6. *Medicine Maker* 7. *Why Glasses?* All by Lerner Publications Company.	
Following good personal health habits helps to make boys and girls grow effectively.	Ask children to keep a daily habit chart that includes the topical areas--nutrition, sleep, rest and relaxation, safety, cleanliness, grooming, and physical activity.	Children are guided in developing desirable health behavior through their daily experiences with the classroom teacher.
	Use the remaining sound filmstrips in the Coronet Series "Good Health Habits" "Keeping Clean" "Your Clothes" "Your Rest and Sleep"	Appendix A provides a guide for health appraisal via teacher observations.
	Pupils may wish to read and discuss the following books: 1. *Dear Little Mary's Child*	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		2. *Fun, Feathers, Hair* 3. *Horns, Hooks, Nails* 4. *Karen Gets A Fever* 5. *Lefty* 6. *Michael Gets the Measles* 7. *Peter Gets the Chicken Pox* 8. *Red Man, White Man, African Chief* 9. *Twins*
A. Foods for health and growth		See Strand I, Nutrition K-3.
	Foods help keep individuals well and enable them to grow.	Show an appropriate film or filmstrip such as "Good Health Habits," "Your Food" - Sound Filmstrip, Coronet Film.
	There is a common growth pattern which all people experience, though they do so at their individual rate.	Display on bulletin board examples of three growth levels - first, fifth and seventh grades. Discuss the size of children's parents and grandparents.

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	2. *Fun, Feathers, Hair* 3. *Horns, Hooks, Nails* 4. *Karen Gets A Fever* 5. *Lefty* 6. *Michael Gets the Measles* 7. *Peter Gets the Chicken Pox* 8. *Red Man, White Man, African Chief* 9. *Twins*	
		Unless instruction is directed toward the basic health needs and characteristics of children, minimal learning and little behavior change will occur.
	See Strand I, Nutrition K-3.	
Foods help keep individuals well and enable them to grow.	Show an appropriate film or filmstrip such as "Good Health Habits," "Your Food" - Sound Filmstrip, Coronet Film.	Heredity, diet, and physical activity have a direct relationship to body types and development.
There is a common growth pattern which all people experience, though they do so at their individual rate.	Display on bulletin board examples of three growth levels - first, fifth and seventh grades. Discuss the size of children's parents and grandparents.	Teachers should compare the child's growth with his own progress rather than with that of a standard table of averages. Such tables can only reflect averages, and fail to take into account normal individual differences.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Compare the height and weight of children of the same age. Explain "why" individuals of the same chronological age and grade level may differ in physical structure (development age).
B. Body activity	Growth and development are affected in many ways by many conditions.	Film - "Our Wonderful Body: How It Grows," Coronet Film. Examine family photographs to determine resemblance and hereditary patterns.
	Physical activity helps us to grow and increase our strength and endurance.	Film: "Our Wonderful Body: How it Moves," Coronet Film.

AJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Compare the height and weight of children of the same age.	
	Explain "why" individuals of the same chronological age and grade level may differ in physical structure (development age).	
rowth and development re affected in many ways y many conditions.	Film - "Our Wonderful Body: How It Grows," Coronet Film.	
	Examine family photographs to determine resemblance and hereditary patterns.	Inheritance provides the pattern, while environment influences potential.
		Physical activity is one way to total fitness, however; it is dependent on the interaction of many other components of fitness.
hysical activity helps s to grow and increase ur strength and endurnce.	Film: "Our Wonderful Body: How it Moves," Coronet Film.	The child is more adept at activities involving the whole body than those requiring finer movements and coordination.
		The large muscles of the arms and legs are more developed than the small muscles of the hand and fingers. Physical activity provides for development of specific parts of the body.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPL
C. Posture 1. standing 2. sitting 3. importance	Good posture while standing, sitting, and walking creates a good impression and improves one's appearance.	Display drawings or pictures of proper sitting, standing, and walking posture. Show film - "Beginning Good Posture," Coronet Film. Use pipe cleaners to make skeletal characters showing good and poor posture habits. Emphasize good posture. Display charts of the muscles and bones, (skeleton) with captions or illustrations showing their relation to exercise, movement, and body mechanics. Have children observe their own posture in a full length mirror. Make full size silhouettes on a white piece of paper using the shadow from a lamp. Measure children's height while they are slouching and while they stand erect. Emphasize that erect posture makes them appear taller.	Every cient and c tain and i dle t day. The p teach son f postu Good taine physi devel stren Mirro sidew the e the s erect ment. Body this growt exagg (lowe bral comes

MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
Good posture while standing, sitting, and walking creates a good impression and improves one's appearance.	Display drawings or pictures of proper sitting, standing, and walking posture. Show film - "Beginning Good Posture," Coronet Film. Use pipe cleaners to make skeletal characters showing good and poor posture habits. Emphasize good posture. Display charts of the muscles and bones, (skeleton) with captions or illustrations showing their relation to exercise, movement, and body mechanics. Have children observe their own posture in a full length mirror. Make full size silhouettes on a white piece of paper using the shadow from a lamp. Measure children's height while they are slouching and while they stand erect. Emphasize that erect posture makes them appear taller.	Every child needs sufficient muscular strength and coordination to maintain good posture at rest and in motion and to handle the tasks of each day. The physical education teacher is a resource person for understanding good posture and body alignment. Good posture habits maintained through regular physical activity will help develop and maintain strength and endurance. Mirror posture test. Stand sideways to a mirror. When the ears are directly over the shoulders the head is erect and in good alignment. Body proportions change at this stage of physical growth. The spine loses its exaggerated lumbar curves (lower third of the vertebral column), the child becomes less potbellied and

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Study standards of good posture by looking at each other in a mirror.
		Use a jointed doll of heavy cardboard to illustrate good and poor posture.
D. Social skills	Respect for, and interest in, others helps one grow socially.	Discuss the feelings a newcomer has on his first day at school.
		List some of the things children can do to make a newcomer feel they want him as a friend.
		Write "The easiest way to make friends is to be friendly" on the board and have children react to its meaning.
	Learning more about one's self helps one to understand others better.	Role-play a problem of getting along with others. Discuss possible solutions.
	Though all people are basically alike, it is important to understand	The United States is largely peopled by immigrants and their descendants.

OR UNDERSTANDINGS AND UNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		acquires a more adult posture.
	Study standards of good posture by looking at each other in a mirror.	Some postural defects may be acquired by the age of 5 years. In a healthy child they usually correct themselves as the child grows.
	Use a jointed doll of heavy cardboard to illustrate good and poor posture.	Poor posture may be exaggerated by long hours in ill-fitting seats. This can lead to permanent structural deformation.
ect for, and interest others helps one grow ally.	Discuss the feelings a newcomer has on his first day at school.	
	List some of the things children can do to make a newcomer feel they want him as a friend.	
	Write "The easiest way to make friends is to be friendly" on the board and have children react to its meaning.	
ning more about one's helps one to under- d others better.	Role-play a problem of getting along with others. Discuss possible solutions.	
gh all people are ba- lly alike, it is im- ant to understand	The United States is largely peopled by immigrants and their descendants.	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUP
	cultural differences which influence their behavior.	Discuss contributions to American life by various ethnic, cultural, religious, and national groups. This could be related to a fourth grade social studies unit.	
E. Be safe	When accidents happen, there are people who provide care.	Dramatize safe and unsafe practices.	At men qui
		Take a trip around the playground and point out safe and unsafe places to play.	Much grou nei can in
	We can avoid accidents by playing in safe places.	Discuss what the child can do when hurt.	The such 1. 2.
F. Time to sleep, rest, and relax	Sleep, rest, and relaxation give the body time to grow and rebuild. Proper sleep and rest are among the most important needs of childhood.		Chil ally slee

R UNDERSTANDINGS AND NDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
ural differences which uence their behavior.	Discuss contributions to American life by various ethnic, cultural, religious, and national groups. This could be related to a fourth grade social studies unit.	
accidents happen, e are people who pro- care.	Dramatize safe and unsafe practices.	At this period of development, accidents may be quite common.
	Take a trip around the playground and point out safe and unsafe places to play.	Much time is spent at playgrounds, in homes, and neighborhoods. Children can learn how to be safe in each environment.
an avoid accidents laying in safe places.	Discuss what the child can do when hurt.	The child can understand such basic first aid as to: 1. notify an adult immediately 2. be able to tell how and where an accident happened
p, rest, and relaxa- give the body time row and rebuild.		
er sleep and rest are g the most important s of childhood.		
		Children 5-6 years old usually need 11-12 hours of sleep each night.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES
		Have children record when they go to bed and when they get up for a week. This can be done on a teacher-made ditto and combined with arithmetic to find how long they slept each night and how many hours of sleep they had in a week.
G. Caring for our feet	Early recognition of potential foot problems will add to a healthy body.	The teacher, with the co-operation of the school nurse, can include foot examination as part of the health appraisal. A podiatrist may also be consulted.
	The feet need exercise to maintain a healthy state.	
	Shoes should be worn to protect the feet from injury and infection.	Have children remove shoes and socks and curl toes a few times. See how many marbles they can pick up with their toes.

UNDERSTANDINGS AND DAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Children 7-8 years old usually need 10-11 hours of sleep each night. There is a need for the child to alternate activity with rest, relaxation, and sleep. A child should be able to assume some responsibility for his own rest and sleep time.
	Have children record when they go to bed and when they get up for a week. This can be done on a teacher-made ditto and combined with arithmetic to find how long they slept each night and how many hours of sleep they had in a week.	
recognition of tial foot problems add to a healthy	The teacher, with the cooperation of the school nurse, can include foot examination as part of the health appraisal. A podiatrist may also be consulted.	During childhood the feet react to many stresses and strains.
eet need exercise to ain a healthy state.		Early foot care should begin when the small bones are building and the muscles developing.
should be worn to ct the feet from in- and infection.	Have children remove shoes and socks and curl toes a few times. See how many marbles they can pick up with their toes.	Children's foot problems include warts, skin rashes, foot imbalance and possibly athlete's foot.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			X-ray devices for viewing foot structures are banned in New York State and many other states.

APPENDIX A

Appraisal of Health Status

Positive Signs

1. a strong well-built skeleton
2. sound well-formed teeth
3. erect posture
4. healthy color to skin
5. well-developed muscles
6. a moderate padding of fat
7. eyes bright and clear
8. facial expression alert and happy
9. hair smooth, glossy,and luxuriant
10. Child reports sound and refreshing sleep.
11. Child reports good appetite, good digestion, and regular elimination.
12. Mucous membranes of mouth and eyes are reddish pink. Finger nails and ears are a reddish pink as seen under light.
13. Mental health excellent. There is an air of contentment, good naturedness, vigor, and interest in life.

Negative Signs

1. Body is undersized and shows poor de
2. Teeth may be poorly formed and conta
3. Poor posture may indicate fatigue.
4. Skin may be pale, dry. (Pale skin m characteristic of some children.)
5. Muscles may be small, flabby,and wea
6. Child may be too thin or too fat.
7. Eyes are dull and without luster wit underneath.
8. Facial expression is drawn, worried,
9. Hair is dull, dry,and without luster
10. Child reports poor sleeping habits a feel refreshed.
11. Child reports lack of appetite, poor irregular bowel habits.
12. Mucous membranes of mouth and eyes u Finger nails and ears are pale under
13. Child exhibits poor mental health. irritable, disinterested, and unable
14. Child fails to gain weight steadily.
15. Child avoids normal play.
16. sores at corner of mouth
17. susceptibility to infection

Appraisal of Health Status

igns	Negative Signs
on	1. Body is undersized and shows poor development.
	2. Teeth may be poorly formed and contain cavities.
	3. Poor posture may indicate fatigue.
	4. Skin may be pale, dry. (Pale skin may be a normal characteristic of some children.)
	5. Muscles may be small, flabby,and weak.
	6. Child may be too thin or too fat.
	7. Eyes are dull and without luster with dark circles underneath.
d happy	8. Facial expression is drawn, worried,and strained.
xuriant	9. Hair is dull, dry,and without luster.
freshing sleep.	10. Child reports poor sleeping habits and does not feel refreshed.
e, good digestion, and	11. Child reports lack of appetite, poor digestion,or irregular bowel habits.
and eyes are reddish pink.	12. Mucous membranes of mouth and eyes unusually pale.
a reddish pink as seen	Finger nails and ears are pale under light.
There is an air of con-	13. Child exhibits poor mental health. Is nervous,
, vigor, and interest	irritable, disinterested, and unable to concentrate.
	14. Child fails to gain weight steadily.
	15. Child avoids normal play.
	16. sores at corner of mouth
	17. susceptibility to infection

HEALTH STATUS

Multimedia Resources

TEACHER REFERENCES (K-6)

Explanatory Note:
The multimedia materials in this listing include materials f
many different curriculum strands. The nature of *Health Sta*
and its relationship to all curriculum strands make such a
listing both desirable and necessary.

Books

Agnew, Derek. Undercover agent - narcotics. Macfadden Books. 1964.

Ahman, J. S. Evaluating pupil growth. Boston. Allyn and Bacon, Co. 1963.

American Academy of Pediatrics. Report of the committee on the control of communica
Ill. American Academy of Pediatrics. 1966.

American Association for Health, Physical Education and Recreation. National Confe
school age children. Children and fitness; a program for elementary schools. Was
tion. 1960.

American Association for Health, Physical Education and Recreation, Drug Abuse. Esc
educators. Philadelphia. 1967. Smith, Kline and French Laboratories.

Anderson, C. L. Community health. St. Louis. C. V. Mosby Co. 1969.

_____School health practice. St. Louis. C. V. Mosby Co. 1968.

Anderson, Linnea & Browe, J. H. Nutrition and family health services. Philadelphia

Appell, Clara & Szasz, Morey and Suzanne. We are six. New York. Golden Press. 19

Barber, Bernard. Drugs and society. Russell Sage Foundation. 1967.

These supplementary aids have not been evaluated. The list is appended for teacher convenience only, and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

HEALTH STATUS

Multimedia Resources

TEACHER REFERENCES (K-6)

Explanatory Note:
The multimedia materials in this listing include materials from many different curriculum strands. The nature of *Health Status* and its relationship to all curriculum strands make such a listing both desirable and necessary.

rcover agent - narcotics. Macfadden Books. 1964.

ating pupil growth. Boston. Allyn and Bacon, Co. 1963.

Pediatrics. Report of the committee on the control of communicable diseases. Evanston, ademy of Pediatrics. 1966.

n for Health, Physical Education and Recreation. National Conference on fitness of elementary en. Children and fitness; a program for elementary schools. Washington, D. C. The Associa-

n for Health, Physical Education and Recreation, Drug Abuse. Escape to nowhere - a guide for delphia. 1967. Smith, Kline and French Laboratories.

mmunity health. St. Louis. C. V. Mosby Co. 1969.

practice. St. Louis. C. V. Mosby Co. 1968.

Browe, J. H. Nutrition and family health services. Philadelphia. W. B. Saunders Co. 1960.

sz, Morey and Suzanne. We are six. New York. Golden Press. 1959.

rugs and society. Russell Sage Foundation. 1967.

Biew, W. C. Problems in addiction; alcohol and drug addiction. Fordham Universi

Block, M. A. Alcoholism, its facets and phases. John Day. 1965.

Blum, R. H. & Associates. Utopiates: the use and users of LSD - 25. New York.

Bogert, J. L. Nutrition and physical fitness. Saunders and Co. 1964.

Boyer, Donald. For youth to know. Illinois. Laidlaw Bros. 1966.

Bucher, C. A. & Reade, E. M. Physical education and health education in the elem
Macmillan Company. 1964.

Burn, J. H. Drugs, medicine and man. Scribner. 1962.

Burton, B. T. The Heinz handbook of nutrition; 2nd. ed. New York. McGraw-Hill

Carson, Gerald. One for a man, two for a horse. Garden City. Doubleday and Co.

Carson, Rachel. Silent spring. Fawcett Publication Inc. 1964.

Clark, N. H. The dry years, prohibition and social change in Washington. Univer

Clarke, H. H., & Haar, F. B. Health and physical education for the elementary cl
Cliffs, New Jersey. Prentice-Hall, Inc. 1964.

Clarkson, Margaret & William, B. Susie's babies. Michigan. Eerdmans Publishing

Clomquist, David. Daddy is home. Holt, Rinehart, and Winston. 1963.

Cohen, Sidney. The beyond within: the LSD story. New York. Atheneum. 1964.

_____The drug dilemma. McGraw-Hill Series. 1969.

Conant, J. B. The education of American teachers. New York. McGraw-Hill Book C

Cooper, Le Barber, Mitchell, H. & Rynbergen, J. Nutrition in health and disease.
J. B. Lippincott Co. 1963.

Daniels, A. S. & Davier, E. A. Adapted physical education. Principles and pract
tional students. New Jersey. Harper & Row. 1965.

ms in addiction; alcohol and drug addiction. Fordham University Press. 1961.

olism, its facets and phases. John Day. 1965.

iates. Utopiates: the use and users of LSD - 25. New York. Atherton Press. 1964.

ition and physical fitness. Saunders and Co. 1964.

youth to know. Illinois. Laidlaw Bros. 1966.

de, E. M. Physical education and health education in the elementary school. New York. . 1964.

medicine and man. Scribner. 1962.

Heinz handbook of nutrition; 2nd. ed. New York. McGraw-Hill Book Co. 1965.

e for a man, two for a horse. Garden City. Doubleday and Co. 1961.

lent spring. Fawcett Publication Inc. 1964.

ry years, prohibition and social change in Washington. University of Washington Press. 1965.

ar, F. B. Health and physical education for the elementary classroom teacher. Englewood . Prentice-Hall, Inc. 1964.

& William, B. Susie's babies. Michigan. Eerdmans Publishing Co. 1960.

Daddy is home. Holt, Rinehart, and Winston. 1963.

beyond within: the LSD story. New York. Atheneum. 1964.

na. McGraw-Hill Series. 1969.

education of American teachers. New York. McGraw-Hill Book Co. 1961.

Mitchell, H. & Rynbergen, J. Nutrition in health and disease. 14th ed. Philadelphia. Co. 1963.

ier, E. A. Adapted physical education. Principles and practices of education for excep- New Jersey. Harper & Row. 1965.

De Schweinitz, Karl. Growing up. New York. Macmillan Co. 1965.

Deutsch, Rohald. Nuts among the berries. Ballentine Books. 1961.

Diehl, Harold. Tobacco and your health. McGraw-Hill Series. 1969.

Dorian, Margerite. The alligator's toothache. Lothrop, Lee, and Shepard. 1962.

Dublin, L. I. Factbook on man from birth to death; 2nd ed. New York. The Macmillan Co. 1965.

Dubos, Rene. Mirage of health. Doubleday and Co., Inc. 1961.

Edgren, H. D. & Gruber, J. J. Teachers handbook of indoor and outdoor games. Englewood Cliffs, Prentice-Hall, Inc. 1963.

Eisman and Tanzer. Biology and human progress. Philadelphia. W. B. Saunders. 1964.

Fehr, H. F. This is my family. New York. Holt, Rinehart & Winston. 1963.

Fletcher, C. M. & others. Common sense about smoking. Baltimore. Penguin Books. 1963.

Follett, R. J. Your wonderful body. Chicago. Follett Publishing Co. 1961.

Fowler, M. J. & Fisher, M. Story of great Americans. The Fideler Co. 1960.

Freud, Sigmund. The basic writings of Sigmund Freud; translated by A. A. Brill. New York. Mode 1938.

Garn, Bernard. A visit to the dentist. New York. Grosset and Dunlop. 1959.

Gleeman, I. P. The sober alcoholic; an organizational analysis of A. A. A. New Haven. College and Press. 1964.

Goldstein, Richard. 1 & 7: drugs on campus. Walker & Co. 1966.

Goodman, H. A., ed. World conference on smoking and health: a summary of the proceedings. Natio Council on Smoking and Health. October. 1968.

Green, Carla. I want to be a dentist. Chicago. Children's Press. 1960.

Grout, R. E. Health teaching in schools. Philadelphia. W. B. Saunders Co. 1968.

owing up. New York. Macmillan Co. 1965.

mong the berries. Ballentine Books. 1961.

and your health. McGraw-Hill Series. 1969.

lligator's toothache. Lothrop, Lee, and Shepard. 1962.

on man from birth to death; 2nd ed. New York. The Macmillan Co. 1965.

health. Doubleday and Co., Inc. 1961.

J. J. Teachers handbook of indoor and outdoor games. Englewood Cliffs, New Jersey. 963.

ogy and human progress. Philadelphia. W. B. Saunders. 1964.

family. New York. Holt, Rinehart & Winston. 1963.

. Common sense about smoking. Baltimore. Penguin Books. 1963.

derful body. Chicago. Follett Publishing Co. 1961.

l. Story of great Americans. The Fideler Co. 1960.

ic writings of Sigmund Freud; translated by A. A. Brill. New York. Modern Library.

to the dentist. New York. Grosset and Dunlop. 1959.

r alcoholic; an organizational analysis of A. A. A. New Haven. College and University

7: drugs on campus. Walker & Co. 1966.

d conference on smoking and health: a summary of the proceedings. National Interagency Health. October. 1968.

be a dentist. Chicago. Children's Press. 1960.

hing in schools. Philadelphia. W. B. Saunders Co. 1968.

Gruenberg, Benjamin & Didonie, M. The wonderful story of you. New York. Garde. C

Haag, J. H. School health program. Holt, Rinehart, and Winston, Inc. 1965.

Hammond, E. C. Smoking in relation to the death rates of one million men and women. Institute. Monograph 19. 1966.

Harris, Richard. The real voice. The Macmillan Co. 1964.

Hickerson, Nathanial. Education for alienation. Englewood Cliffs, New Jersey. Pr

Hogan, Inez. We are a family. New York. E. P. Dutton & Co. 1955.

Holbrook, S. H. The golden age of quackery. Macmillan Co. 1959.

Hunt, S. E. Games and sports the world around. New York. Ronald Press. 1964.

Irwin, L. W., Carnacchia, H. J. & Staton, W. M. Health in elementary schools. St. 1966.

Irwin, Leslie. Growing every day. Chicago. Lyons and Carnahan. 1965.

James, G. & Rosenthal, T. Tobacco and health. Springfield, Ill. Thomas. 1963.

Jellinek, E. M. The disease concept of alcoholism. New Haven. Hillhouse Press.

Johns, E., Sutton, W., & Webster, L. Health for effective living; 4th ed. New York 1966.

Johnson, W. E. ed. The science and medicine of exercise and sports. New York. Ha

Jubolier, Ruth. Jack's dental checkup. Chicago. Melmont Publishers. 1961.

Kallett, A. & Schlink, F. 100,000,000 guinea pigs. The Vanguard Press. 1933.

Kaplan, Louis. Foundations of human behavior. New York. Harper & Row. 1965.

Kessler, E. L. I have twenty teeth - do you? New York. Dodd, Mead and Co. 1962.

Kolander, F. H. School health education. New York. Macmillan. 1968.

e, M. The wonderful story of you. New York. Garden City Books. 1960.

rogram. Holt, Rinehart, and Winston, Inc. 1965.

elation to the death rates of one million men and women. Bethesda. National Cancer 1966.

oice. The Macmillan Co. 1964.

tion for alienation. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1966.

y. New York. E. P. Dutton & Co. 1955.

age of quackery. Macmillan Co. 1959.

s the world around. New York. Ronald Press. 1964.

J. & Staton, W. M. Health in elementary schools. St. Louis. C. V. Mosby Co.

y day. Chicago. Lyons and Carnahan. 1965.

obacco and health. Springfield, Ill. Thomas. 1963.

concept of alcoholism. New Haven. Hillhouse Press. 1960.

ster, L. Health for effective living; 4th ed. New York. McGraw-Hill Book Co.

ence and medicine of exercise and sports. New York. Harper & Row Publishers. 1960.

al checkup. Chicago. Melmont Publishers. 1961.

00,000,000 guinea pigs. The Vanguard Press. 1933.

of human behavior. New York. Harper & Row. 1965.

y teeth - do you? New York. Dodd, Mead and Co. 1962.

th education. New York. Macmillan. 1968.

Larson, P. S. & Silvette, H. Experimental and clinical studies: supplement 1. Baltimore. Wilkins Co. 1968.

LaSalle, D. Health instruction for today's schools. Englewood Cliffs, New Jersey. Prenti

Lauber, Patricia. Your body and how it works. New York. Random House. 1962.

Lee, H. W. How dry we are, prohibition revisited. Englewood Cliffs, New Jersey. Prentice

Lockhard, A. ed. Readings in health education. Compiled by J. Humphrey, D. Terry, & H. S Brown Co. 1964.

Lolli, Giogio. Social drinking - how to enjoy drinking without being hurt by it. Clevelan 1960.

Lord, Beman. Our new baby's abc. New York. Henry Z. Walck, Inc. 1964.

Louria, D. B. Nightmare drugs. New York. Mc Graw-Hill. 1966.

_____The drug scene. New York. McGraw-Hill. 1968.

Lucia, S. P. A history of wine as therapy. Lippincott. 1963.

Mann, Marty. New primer on alcoholism. Rinehart. 1958.

Martin, E. A. Roberts nutrition work with children. Chicago. University of Chicago Press

Masters, R. E. L. & Houston, Jean. The varieties of psychedelic experience. Holt, Rinehart

Maurer, David, & Vogel V. Narcotics and narcotic addiction; 2nd ed.

Maslow, A. H. Toward a psychology of being. New Jersey. S. Van Nostrand Co. 1964.

McCarthy, R. G. Teenagers and alcohol - a handbook for the educator. Publications Divisio Alcohol Studies. 1956.

McClosky, Robert. One morning in Maine. Viking Press. 1959.

Menninger, K. A. The human mind New York. Alfred A. Knopf. 1937.

Miller, R. I. Education in a changing society. Project on the instructional program of th National Education Association. Washington, D. C. Chapters 1, 2, 5, 10.

l. Experimental and clinical studies: supplement 1. Baltimore. Williams and

tion for today's schools. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1963.

dy and how it works. New York. Random House. 1962.

prohibition revisited. Englewood Cliffs, New Jersey. Prentice-Hall, Inc. 1963.

in health education. Compiled by J. Humphrey, D. Terry, & H. Slusher. William C

king - how to enjoy drinking without being hurt by it. Cleveland World Publishing.

s abc. New York. Henry Z. Walck, Inc. 1964.

ugs. New York. Mc Graw-Hill. 1966.

ork. McGraw-Hill. 1968.

wine as therapy. Lippincott. 1963.

alcoholism. Rinehart. 1958.

ition work with children. Chicago. University of Chicago Press. 1964.

, Jean. The varieties of psychedelic experience. Holt, Rinehart, and Winston. 1966.

Narcotics and narcotic addiction; 2nd ed.

chology of being. New Jersey. S. Van Nostrand Co. 1964.

and alcohol - a handbook for the educator. Publications Division, Yale Center of

ing in Maine. Viking Press. 1959.

mind New York. Alfred A. Knopf. 1937.

a changing society. Project on the instructional program of the public schools.
ation. Washington, D. C. Chapters 1, 2, 5, 10.

Nash, Harvey. Alcohol and caffeine -- a study of their psychological effects. 1962.

National Education Association, American Medical Association. Health appraisal of school c
Washington, D. C. NEA. 1968.

National Education Association, American Medical Association. Joint Committee. School hea
Chicago. American Medical Association. 1964.

National Education Association of Directors of Health, Physical Education, and Recreation.
program guides. 1964.

New York State Association of Directors of Health, Physical Education and Recreation. Deve
program guides. 1960.

Obertauffer, D. School health education; 3rd ed. New York. Harper and Row. 1960.

Obertauffer, D. & Byer, M. K. School health education. New York. Harper and Row. 1966.

Ochsner, Alton, MD. Smoking and health. New York. Messner. 1959.

Otto, J. H., Julian, C. J. & Tether, J. E. Modern health. New York. Holt, Rinehart, and

Packard, Vance. The hidden persuaders. New York. Pocket Books. 1957.

Penn, R. B. Mommies are for loving. New York. G. P. Putnam's Sons. 1962.

Pittman, D. J. & Snyder, C. R. Society, culture, and drinking patterns. Wiley. 1962.

Pollmer, E. Alcoholic personalities. Exposition Press. 1965.

Pounds, R. R. & Byrnes, J. K. The school in American society. New York. MacMillan Co. 19

Prescott, R. The control of pain. Thomas Y. Crowell Co. 1964.

President's advisory commission on narcotic and drug abuse. Final Report - November, 1963.
Printing Office.

President's council on youth fitness. Youth physical fitness. Washington, D. C. U. S. Gov
Office. 1961.

ne -- a study of their psychological effects. 1962.

merican Medical Association. Health appraisal of school children; 4th ed.

merican Medical Association. Joint Committee. School health services; 2nd ed.
ciation. 1964.

Directors of Health, Physical Education, and Recreation. Developing written

ectors of Health, Physical Education and Recreation. Developing written

ucation; 3rd ed. New York. Harper and Row. 1960.

hool health education. New York. Harper and Row. 1966.

health. New York. Messner. 1959.

er, J. E. Modern health. New York. Holt, Rinehart, and Winston. 1967.

uaders. New York. Pocket Books. 1957.

ng. New York. G. P. Putnam's Sons. 1962.

ociety, culture, and drinking patterns. Wiley. 1962.

ies. Exposition Press. 1965.

e school in American society. New York. MacMillan Co. 1967.

. Thomas Y. Crowell Co. 1964.

n narcotic and drug abuse. Final Report - November, 1963. U. S. Government

ess. Youth physical fitness. Washington, D. C. U. S. Government Printing

Preston, G. H. The substance of mental health. New York. Holt, Rinehart and Winsto

Robinson, V. Victory over pain. New York. Henry Schuman. 1946.

Rogers, E. S. Human ecology and health. New York. Macmillan. 1965.

Royal College of Physicians. Smoking and health. New York. Pitman Publishing Co.

Schiffers, J. Healthier living; 2d ed. John Wiley & Sons. 1965.

Schloat, Miriam. The wonderful egg. New York. Charles Scribner. 1952.

School Health Education Study. Health education. St. Paul. 3M Education Press. 19

Schwartz, W. F. Teachers handbook on venereal disease education. Washington. Natio 1965.

Selye, Hans. The stress of life. New York. McGraw-Hill Book Co. 1956.

Shertzer, B. & Peters, H. J. Guidance: techniques for individual appraisal and deve

Showers, Paul. How many teeth? New York. Thomas Y. Crowell Co. 1962.

Simon, H. Microbes and men. National Science Teacher's Association. Vistas of Scie

Sinacore, J. S. Health - a quality of life. Macmillan Co. New York. 1968.

Smith, E. T. Exploring biology. Harcourt, Brace and World.

Smith, Ralph. Health hucksters. New York. Thomas Y. Crowell Co. 1960.

Smoking and health. Report of the Advisory Committee to the Surgeon General of the Pub Washington. U. S. Department of Health, Education and Welfare. 1964.

Solomon, David, ed. The marihuana papers. Indianapolis. Bobbs-Merrill Co., Inc. 19

State, F. J. Eating for good health. New York. Doubleday and Co., Inc. 1964.

Stuart, Frances. Classroom activities. Washington, D. C. American Association for H and Recreation. 1964.

substance of mental health. New York. Holt, Rinehart and Winston. 1963.

y over pain. New York. Henry Schuman. 1946.

ecology and health. New York. Macmillan. 1965.

sicians. Smoking and health. New York. Pitman Publishing Co. 1962.

hier living; 2d ed. John Wiley & Sons. 1965.

e wonderful egg. New York. Charles Scribner. 1952.

ion Study. Health education. St. Paul. 3M Education Press. 1967.

chers handbook on venereal disease education. Washington. National Education Association.

ress of life. New York. McGraw-Hill Book Co. 1956.

s, H. J. Guidance: techniques for individual appraisal and development.

many teeth? New York. Thomas Y. Crowell Co. 1962.

and men. National Science Teacher's Association. Vistas of Science Books. 1963.

lth - a quality of life. Macmillan Co. New York. 1968.

ing biology. Harcourt, Brace and World.

n hucksters. New York. Thomas Y. Crowell Co. 1960.

Report of the Advisory Committee to the Surgeon General of the Public Health Service. Department of Health, Education and Welfare. 1964.

The marihuana papers. Indianapolis. Bobbs-Merrill Co., Inc. 1966.

for good health. New York. Doubleday and Co., Inc. 1964.

assroom activities. Washington, D. C. American Association for Health, Physical Education 964.

Talalay, P. ed. Drugs in our society. The Johns Hopkins Press.

Task Force for Smoking and Health. Report to the Surgeon General. Washington. U. S. D
Education and Welfare. 1968.

Tennant, R. B. The American cigarette industry. New Haven. Yale University Press. 19

Todd, Frances. Teaching about alcohol. McGraw-Hill. 1964.

Tuck, M. L. & Haar, F. B. Health. New York. Harper and Row. 1969.

Turner, C. C., Seelery, Morley & Smith, Louise. School health and health education. St.
1969.

Wheatly, G. H. & Hallock, G. T. Health observation of school children. New York. McGr

Whitney, E. D. The lonely sickness. Boston. Beacon Press. 1965.

Williams, R. J. Biochemical individuality. New York. John Wiley and Sons. 1957.

Willgoose, C. E. Health education in the elementary school. Philadelphia. Saunders.

_____Evaluation in health education. Philadelphia. Saunders. 1961.

Wilson, E., Fisher, K. H. & Fuqua, M. E. Principles of nutrition. New York. John Wil

Wyden, Peter. The overweight society. A pocket cardinal ed. 1966.

Yale School of Alcohol Studies. Alcohol, science and society. 29 lectures.

Zim, H. S. How things grow. New York. William Morrow Co. 1960.

Texts

Bauer, W. W., Montgomery, E. R. & Pounds, E. T. Health for all series. Fair Lawn, New
and Co. 1965.

Beck, R. H., Cook, W. W. & Kearney, N. C. Curriculum in the modern elementary school; 2
New Jersey. Prentice-Hall, Inc. 1960.

n our society. The Johns Hopkins Press.

d Health. Report to the Surgeon General. Washington. U. S. Department of Health, 1968.

can cigarette industry. New Haven. Yale University Press. 1950.

bout alcohol. McGraw-Hill. 1964.

Health. New York. Harper and Row. 1969.

orley & Smith, Louise. School health and health education. St. Louis. C. V. Mosby Co.

G. T. Health observation of school children. New York. McGraw-Hill. 1965.

sickness. Boston. Beacon Press. 1965.

al individuality. New York. John Wiley and Sons. 1957.

ducation in the elementary school. Philadelphia. Saunders. 1969.

education. Philadelphia. Saunders. 1961.

& Fuqua, M. E. Principles of nutrition. New York. John Wiley and Sons, Inc. 1965.

ght society. A pocket cardinal ed. 1966.

dies. Alcohol, science and society. 29 lectures.

w. New York. William Morrow Co. 1960.

E. R. & Pounds, E. T. Health for all series. Fair Lawn, New Jersey. Scott, Foresmann

Kearney, N. C. Curriculum in the modern elementary school; 2nd ed. Englewood Cliffs, 11, Inc. 1960.

Byrd, O. E., Neilson, E. A. & Moore, V. D. The Laidlaw health series. River Forest, Ill. 1966.

Kansas City, Missouri, Public Schools. Health education in the elementary school. June

Lyons & Carnahan. Finding your way. Chicago. Lyons & Carnahan. 1965.

Shuster, A. H. & Ploghoft, M. E. The emerging elementary curriculum - methods & procedure Charles E. Merrill Books, Inc. 1963.

Periodicals

Dalis, G. T. "No more crash programs." Education Age. Vol. 5, #3: pp. 11-13. Jan.-Feb

Education Age Report. "In-service training & health education." Education Age. Vol. 5, Jan.-Feb., 1969.

Fossett, Barbara. "Health education in the elementary school: a humanistic curriculum." Elementary Principal. Vol. XLVIII, #2: pp. 61-64. November, 1968.

Greenleaf, Ted. "A look at the new look in health education." Education Age. Vol. 5, #3 Jan.-Feb., 1969.

Hamburg, M. V. "When and where health education." Education Age. Vol. 4, #5: pp. 40-41

Hansford, B. W. "Health education: it's place in the curriculum." Education Age. Vol. Jan.-Feb., 1968.

Harrelson, O. A. "Today's children - today's health education." The National Elementary Vol. XLVIII, #2. November 1968.

Jozwiak, R. L. "The principal & health education." The National Elementary Principal. V 11-13. November 1968.

Means, R. K. "Health education: what, why and how." Journal of School Health. Vol. XXX March 1969.

Merrill, Laura. "Keeping children healthy - continuous health education." SNT Reporter. 1968.

A.,& Moore, V. D. The Laidlaw health series. River Forest, Ill. Laidlaw Brothers.

blic Schools. Health education in the elementary school. June 1963.

g your way. Chicago. Lyons & Carnahan. 1965.

, M. E. The emerging elementary curriculum - methods & procedures. Columbus, Ohio.
s, Inc. 1963.

ash programs." Education Age. Vol. 5, #3: pp. 11-13. Jan.-Feb., 1969.

n-service training & health education." Education Age. Vol. 5, #3: pp. 8-10.

h education in the elementary school: a humanistic curriculum." The National
Vol. XLVIII, #2: pp. 61-64. November, 1968.

at the new look in health education." Education Age. Vol. 5, #3: pp. 6-7.

where health education." Education Age. Vol. 4, #5: pp. 40-41. May-June, 1969.

education: it's place in the curriculum." Education Age. Vol. 4. #3: pp. 2-3.

s children - today's health education." The National Elementary Principal.
ber 1968.

cipal & health education." The National Elementary Principal. Vol. XLVII #2: pp.

cation: what, why and how." Journal of School Health. Vol. XXXIX, #3: pp. 209-217.

children healthy - continuous health education." SNT Reporter. pp. 10-13. Winter

Olson, Arlene. "A teacher looks at health education." Education Age. Vol. 4, #3: pp. 6-8.

Stewart, C. R., Jr. "Creative teaching and health education." Education Age. Vol. 5, #1: pp
Sept.-Oct., 1968.

U. S. Department of Health, Education and Welfare. School Health Program. Public Health Servi

STUDENT REFERENCES

Books

New road to health series. Health - 1, 2, 3, 4, 5, 6. Summit, New Jersey. Laidlaw Brothers Inc

Science-life series. 1, 2, 3, 4, 5, 6. New York. Macmillan Company. 1959.

The Basic Health & Safety Program. Scott Foresman & Company. 1959.
- Just like me
- Being six - 1st
- Seven or so - 2nd
- From eight to nine - 3rd
- Going on ten - 4th
- About yourself - 5th
- About all of us - 6th

Health, happiness & success series. Chicago, Illinois. Lyons & Carnahan.

CIS - Concepts in Science - Text - Activity Books. Brandwein. Harcourt, Brace & World.

looks at health education." Education Age. Vol. 4, #3: pp. 6-8. Jan.-Feb., 1969.

tive teaching and health education." Education Age. Vol. 5, #1: pp. 38-39.

. Education and Welfare. School Health Program. Public Health Service. August 1966.

STUDENT REFERENCES

Health - 1, 2, 3, 4, 5, 6. Summit, New Jersey. Laidlaw Brothers Incorporated. 1966.

3, 4, 5, 6. New York. Macmillan Company. 1959.

rogram. Scott Foresman & Company. 1959.

3rd

series. Chicago, Illinois. Lyons & Carnahan.

Text - Activity Books. Brandwein. Harcourt, Brace & World.

New York State Curriculum Outlines. Albany, New York. New York State Education Department.

SFC - Science for Children, K-3, 4-6. Curriculum Development Center.
SSC - Social Studies Curriculum, K-3, 4-6 experimental. Curriculum Development Center.
PEE - Physical Education Curriculum - elementary. In preparation - Curriculum Development

Bureau Regulations

New York State Bureau of Physical Education and Recreation

Regulations of the Commissioner of Education governing Health, Physical Education and R
New York State Physical Fitness Test. A manual for teachers of Physical Education. Bo
grades 4-12. Albany, New York. University of the State of New York. State Educati
1966.

Voluntary and Professional Agencies

American Association for Health, Physical Education and Recreation. Physical Education Div
This is physical education. Washington, D. C. NEA. 1965.
____ Association National Conference on Fitness of Children of Elementary School Age. Chil
Washington, D. C. NEA. 1960.
American Medical Association. Physical fitness. Chicago, Illinois. 535 North Dearborn St
President's Council on Physical Fitness. Concepts and foundations. Washington, D. C. NEA
Youth Fitness. 1961.

AUDIO-VISUAL AIDS

Films K-3

Animal Babies Grow Up. Coronet. 11 min.

Beginning Posture Habits. Coronet. 11 min. sound.

Eat Well, Grow Well. Coronet. 11 min. sound.

nes. Albany, New York. New York State Education Department.

-3, 4-6. Curriculum Development Center.
um, K-3, 4-6 experimental. Curriculum Development Center.
iculum - elementary. In preparation - Curriculum Development Center.

ical Education and Recreation

sioner of Education governing Health, Physical Education and Recreation
itness Test. A manual for teachers of Physical Education. Boys and girls
New York. University of the State of New York. State Education Department.

cies

th, Physical Education and Recreation. Physical Education Division.
n. Washington, D. C. NEA. 1965.
ference on Fitness of Children of Elementary School Age. Children and fitness.
1960.
Physical fitness. Chicago, Illinois. 535 North Dearborn Street.
al Fitness. Concepts and foundations. Washington, D. C. NEA. Guidelines for

AUDIO-VISUAL AIDS

11 min.

net. 11 min. sound.

11 min. sound.

How Billy Keeps Clean. Coronet. 11 min.

Kert Cleans Up. Coronet. 10 min.

Learning About Our Bodies. Coronet. 11 min. sound.

Living and Non-Living Things. Coronet. 11 min.

Playing Safely. Young America.

Playground Safety. Coronet. 10 min.

Primary Safety on the Playground. Coronet.

Safety on the Playground. EBF. 12 min.

Sleep and Rest. EBF. 6 min.

They Grow Up Fast. American Association of Health, Physical Education and Recreation. 27 min.

Your Body Grows. Coronet. 11 min.

Your Child's Health and Fitness. American Association of Health, Physical Education and Recreation.

Your Friend, the Doctor. Coronet. 11 min. sound.

Your Posture. Young America.

Filmstrips K-3

Fun on the Playground. EBF. b&w. #3180. 11 min.

Health Habits Series. Keeping Clean and Neat. EBF. #7660.

Learning About Living Things Series. EBF. #10970.

Safety on the Playground. EBF. color. #608. 14 min.

Your Sleep and Rest. EBF. color. #2154. 6 min.

Films 4-6

Breathing. EBF.

Care of the Skin. EBF. 11 min.

Cleanliness. McGraw-Hill. 12 min.

Cleanliness and Health. Coronet.

Digestion in Our Bodies. National Dairy Council.

Eating for Health. EBF. color. #808. 11 min.

Endocrine Glands. EBF.

Exploring Your Growth. Churchill-Wexler.

Fundamentals of the Nervous System. McGraw-Hill.

Growing Up. Pre-Adolescence. Coronet.

Growing Up, Day by Day. EBF. 11 min.

Healthy Feet. Coronet. 11 min.

Healthy Skin. Coronet. 11 min.

Heart, Lungs and Circulation. Coronet.

Keeping Clean and Neat. EBF. 11 min.

Let's Be Clean and Neat. Coronet.

Muscles and Bones of the Body. Coronet. 11 min.

Nutritional Needs of our Bodies. Coronet. 11 min.

Platform Posture. Young America.

Posture Habits. Coronet. 11 min.

Rest That Builds Good Health. Coronet.

Sleep and Health. EBF. 11 min.

The Doctor. EBF. 11 min.

Your Body During Adolescence. McGraw-Hill.

Your Body Grows. Coronet. 11 min.

Your Bones and Muscles. Jim Handy.

Filmstrips 4-6

Let's Stand Tall. Society for Visual Education.

Move Better, Play Better, Walk Better, Fitness Skills. McGraw-Hill.

Posture and Exercise. EBF.

Safety Tales. Walt Disney. color. #8790.

This Is Fun. Walt Disney. #8780.

Work and Play Together. McGraw-Hill.

You Are on Parade. Society for Visual Education.

Your Posture. McGraw-Hill.

Charts, Posters, Pamphlets

How Your Body Uses Food (with booklet). National Dairy Council.

My Growth Record. National Dairy Council. GB53.

Physical Fitness Poster. National Dairy Council.

Physical Growth Record for Boys-Girls. National Education Association.

Physical Growth Record for Girls. National Education Association.

Poets of the Body-Study Prints. 10 flat pictures. EBF. #5900.

Skeleton and Joints. chart. Atlanta, Georgia. ABC School Supply Incorporated.

The Four Food Groups. chart. National Dairy Council.

The Johns Hopkins Human Skeleton Model. chart. Atlanta, Georgia. ABC School Supply Incorporated.